

**Tracy Nicole Marks, M.S. IMAP/IMC**

123 Hedgerow Drive~ Morrrisville, PA 19067 [~tmarkscepd101@gmail.com](mailto:~tmarkscepd101@gmail.com)

Cell: (215)-285-7880

---

**Objective:** Interested to interview for immediate hire as a School Psychologist for part time, summer time, Per-diem, ESY

### **School Psychologist**

~ Supportive ~ Creative ~ Compassionate ~ Accommodating

Versatile and dedicated school psychologist with a solid focus on the individual needs of all students, with a diverse understanding of all types of learners, family dynamics, and disabilities. Kind hearted and empathetic professional who is flexible and accommodating in the assessment, interpretation, and employing wide-ranging experiences, articles, technology, and projects to enhance student achievement. Skilled in addressing students needs diversity and ensuring that all student no matter what their abilities and backgrounds will thrive and develop in the collegial educational environments. Firm behavioral management techniques, possessing excellent interpersonal and communication skills to develop an excellent rapport with all members of the school community.

#### **Area of proficiency include:**

<ul style="list-style-type: none"><li>• Psychological testing, scoring, and interpretations</li></ul>	<ul style="list-style-type: none"><li>• Member of NJASP/NASP</li><li>• Ability to counsel children, adults and parents</li></ul>
<ul style="list-style-type: none"><li>• Use of biofeedback modalities: Interactive Metronome Certified Provider Neurocybernetics, Heart Math, and Journey of the Wild Divine</li></ul>	<ul style="list-style-type: none"><li>• Demonstrated experience in measuring student learning outcomes</li><li>• Conduct educational and psychological testing; interpret results and serve as consultant to teachers, principals, administrators and other personnel</li></ul>
<ul style="list-style-type: none"><li>• Report Writing</li></ul>	<ul style="list-style-type: none"><li>• Use of diverse materials</li></ul>
<ul style="list-style-type: none"><li>• Ability to asses classroom behavior and performance to</li></ul>	<ul style="list-style-type: none"><li>• Remarkable knowledge of community support resources and</li></ul>

develop behavioral strategies to assist with controlling problem pupils in the classroom.	family service agencies
<ul style="list-style-type: none"> <li>• Effective communicating</li> <li>• Strong ability to participate as part of a team</li> </ul>	<ul style="list-style-type: none"> <li>• Proven experience testing and relating to students from diverse academic, socioeconomic, and cultural backgrounds</li> </ul>
<ul style="list-style-type: none"> <li>• In-depth Knowledge of current theories and methodologies of effective family instructional intervention and behavior modification.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective listening</li> </ul>
<ul style="list-style-type: none"> <li>• Skilled in providing instruction to parents related to the use of behavior modification techniques</li> <li>• The ability to maintain confidentiality.</li> </ul> <p>Advance</p>	<ul style="list-style-type: none"> <li>• Prepare, compile and present materials such as evaluations, test results and the testimony of other parties</li> </ul>
<ul style="list-style-type: none"> <li>• Presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>• On going Education</li> </ul>
<ul style="list-style-type: none"> <li>• Multidisciplinary Education Plans</li> </ul>	<ul style="list-style-type: none"> <li>• Helping students adjust to cultural and environmental factors which influence the learning and adjustment processes.</li> </ul>
<ul style="list-style-type: none"> <li>• Ability to asses students performance through anecdotal records, student-teacher conferences, and teacher made assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Relaxation training's and self regulatory activities</li> </ul>
<ul style="list-style-type: none"> <li>• Determine educational requirements for special needs children and ensure the implementation of individualized treatment/educational plans;</li> </ul>	<ul style="list-style-type: none"> <li>• Immense knowledge of state and federal regulations regarding the identification and placement of students in special education.</li> <li>• Ability to communicate effective</li> </ul>

assess needs and progress on an ongoing basis.	instructional strategies and interventions, based on synthesis of academic, cognitive, and behavioral assessment data
<ul style="list-style-type: none"> <li>Up to date research on changing educational systems</li> </ul>	<ul style="list-style-type: none"> <li>Continuation of learning and researching about higher educational institutes</li> </ul>

### **EDUCATION & CREDENTIALS**

**Masters of Science in School Psychology (2008);** Major: School Psychology  
Touro College, Manhattan NY: GPA: 3.8

**Certification in Interactive Metronome Biofeedback:** Advanced pediatric training

**Bachelors of Science in Education (2003);** Major: Special Education/Elementary

Education/Minor in Psychology and Health Services

Temple University, Philadelphia PA: GPA: 3.5

**Pennsylvania, New Jersey, and New York School Psychologist Certification**

**Interactive Metronome Provider with Advanced Pediatric Certification**

**Pennsylvania, New Jersey, and New York Special and Elementary Education**

**Teaching Certification**

### **WORK & TEACHING EXPERIENCE**

**Bucks County Technical High School, Fairless Hills PA**

**School Psychologist; Child Study Team (CST)**

**September 2019-Present**

- Ensure compliance and completion of psychoeducational evaluations
- Crisis counseling and assessments
- Crisis team member
- Running Coping-Skills groups in each grade level
- Consultation with sending districts
- • Counseling services to Special Education Students as per their IEP's
- • Member of the child study team
- • Develop and implement the CSR process for interventions and teacher supports in the classroom
- • Initial and reevaluation assessments including,

- social emotional evaluations
- • Creations of behavior plans
- • Scoring and reporting of assessments
- • Writing of IEP goals and needs
- • Classroom observations
- • Consultation with teachers and service providers
- .. Mandated Counseling for students with social -emotional issues
- Run and create professional developments for school wide trainings

**Mercer County Special Services: Mercer High: Hamilton, NJ**  
**September 2018-September 2019**  
**School Psychologist; Child Study Team (CST), Case Manager**

- Development, Creation, implementation of IEP's
- Conduct, manage and scheduling IEP based on annual review dates
- Compliance of IEP's and supporting teachers and therapists
- Collaborate and support with related services therapists
- Member of crisis team
- Member of Positive Behavior Support team
- Provide individual and group counseling
- Work with BCBA's to support students behavioral, emotional and mental health needs
- Meet with parents and teachers to discuss learning, behavioral, familial and social problems
- Work on transition planning and post-secondary goals

**Maritime Academy Charter School**  
**School Psychologist**

**October-2011-July 2018**

- Ensure compliance and completion of psychoeducational evaluations
- Counseling services to Special Education Students as per their IEP's
- Member of the child study team

- Develop and implement the CSR process for interventions and teacher supports in the classroom
- Initial and reevaluation assessments including, but not limited to: WISC-IV, WPPSI-III, WIAT-III, WJ-III Stanford Binet, Beck, BASC, Conners, Projective Measures and social emotional evaluations
- Creations of behavior plans
- Scoring and reporting of assessments
- Writing of IEP goals and needs
- Classroom observations
- Consultation with teachers and service providers
- Member of the CSR team: meet with teachers, support staff, and other pertinent school personnel to provide interventions, accommodations, and services for struggling students
- Mandated Counseling for students with social -emotional issues
- Run and create professional developments for school wide trainings

Therapy Source-all over Philadelphia as needed

Catapult Services-all over Philadelphia as needed

**School Psychologist** 2011-present

- Initial and reevaluation assessments including, but not limited to: WISC-IV, WPPSI-III, WIAT-III, Stanford Binet, Beck, BASC, Conners
- Scoring and reporting of assessments
- Writing of IEP goals and needs
- Classroom observations
- Consultation with teachers and service providers
- Transitioning children to kindergarten
- Attending child study meetings
- Communication with schools and families

BARC-Developmental Service

**Specialized Instructor** June 2011-present

- Assess, administer, score, and interpret cognitive, social and emotional delays
- Complete developmental profiles
- Work with collaborative team to meet the family centered dynamic
- Provide specialized instruction to children from the age of 0-3 with developmental disabilities and delays

- Upkeep IFSP goals and ensure all standards are being met
- Complete developmental evaluations
- Consultant with other team members

Mercer County Community College-West Windsor, NJ  
2011-present

**Adjunct Professor in Psychology Department**

- Versatile and dedicated teacher with a solid focus on the individual needs of all students
- Creating lessons for diverse types of learners
- Kindhearted and empathetic professional who is flexible
- Design and implementation of inspiring real world lessons
- Employing wide-ranging experiences, articles, technology, and projects to enhance student achievement
- Skilled in addressing students needs diversity
- Ensuring that all student no matter what their abilities and backgrounds will thrive and develop in the collegial educational environments
- Firm behavioral management techniques
- Possessing excellent interpersonal and communication skills to develop an excellent rapport with all members of the school community

Attention Deficit Disorder Solutions-Yardley , PA  
2008-present

**School Psychologist/Interactive Metronome**

**Provider/Advocate/Therapist/Behavior Modification Counselor/Trainee for Graduate Student interns/Social Skills Groups Leader**

- Provide and conduct private psychoeducational, psychological, attention, social/emotional evaluations and behavioral evaluations for children and families.
- Conduct biofeedback assessments and create individualized protocols based on the client's needs.
- Act as an advocate for families having difficulties with schools and assist them in learning their rights and ensure that the students are receiving appropriate services, interventions, and strategies.
- Help implement individualized education programs for Special Education students, writing and reviewing IEP's and 504 plans
- Run and develop social skills groups for diverse groups of disabilities including, but not limited to: aspergers, ADHD, Emotional Disturbances, Oppositional

Defiant Disorder, Children of split homes, etc.

- Collaborating with teachers, school administrators, and service providers.
- Identify and implement goals tailored to the student's individual students needs and abilities.
- Coordinate with parents, teachers, teaching assistants, and various service providers that include speech, nurse, psychologists, school counselors, and physical therapists for students having developmental delays, speech impairments, or learning and emotional disabilities in resource and general education classrooms.
- Provide Graduate interns with training's based on psychological testing, research, biofeedback, behavior modifications, and diverse disabilities that we service within our practice

**P.J. Hill Elementary School – Trenton, New Jersey**

**2008-2009**

**Manor Elementary School- Levittown, Pennsylvania**

**2007-2008**

**P.S. 238 Elementary School –Brooklyn, New York**

**2003-2007**

**Special Education Inclusion Teacher**

- Modeled, trained, and consulted with teachers on modifications and accommodations to instructions and materials ensuring the diverse needs of every student are successfully implemented.
- Actively supported teaching professionals on effective work strategies with Special Needs students, learning disabled, emotional support, and other disabilities within the classroom, while providing interventions and methods on successful behavior management
- Employed diverse techniques to promote active learning including individualized instruction, problem solving assignments, and small group work. Exercised flexibility within the classroom addressing students needs through special accommodations
- Actively involved in students' behavioral, social, academic development, aiding student in developing emotionally, feeling comfortable in the general education classrooms, social situations, and awareness of socially acceptable behaviors
- Assess students performance through anecdotal records, student-teacher conferencing, peer evaluation, checklists, and student portfolios
- Employed kinesthetic, visual, and auditory approach to make lessons interesting and interactive; utilized various mediums, modeling, and organized student-led

group sharing and think-alouds

- Enhanced student academic and social growth by using varied teaching strategies and techniques; included whole group, individual, small group, and teacher modeling to provide a solid academic foundation and positive attitude towards education
- Development of functional behavior analysis and behavior modifications for children with challenging behaviors.